



**The Westminster
School**

Safe, Happy and Learning Together

www.thewestminsterschool.co.uk

Special Educational Needs Information Report 2022/23

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	12/01/2023
Signed by Chair of Governors:	<i>P. A. Evans</i>
Head Teacher:	O M Flowers
Lead Personnel:	G Webb
Date of Review:	12/01/2024

1. Rationale

The Westminster School caters for pupils with moderate learning difficulties, plus additional needs, for pupils aged 7-19 years.

We offer pupils a broad and balanced curriculum, whilst aiming to meet their individual special educational needs. The Westminster School aims to provide all of its students with high quality teaching and learning. The School is committed to equal opportunities and all pupils are expected to leave school with accredited qualifications. Preparation for life takes on a prominent role as pupils progress through school. At all times they are expected to work and behave responsibly, showing respect and consideration for others.

All of our students have additional needs as outlined in their Education, Health and Care Plans (EHCPs), that may fall into one or more of four main categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical.

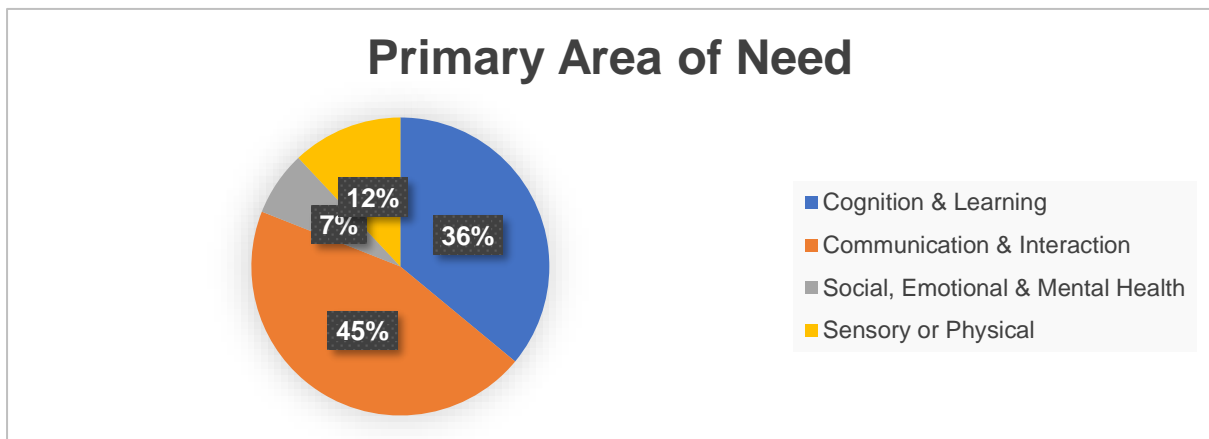


Fig.1: Percentage of Pupils at The Westminster School by primary need within each of the four broad categories of need.

Pupils at The Westminster School may have additional needs in one or more of the four main categories, the chart below highlights the percentage of all pupils with an identified need in each area as a total of the whole school population.

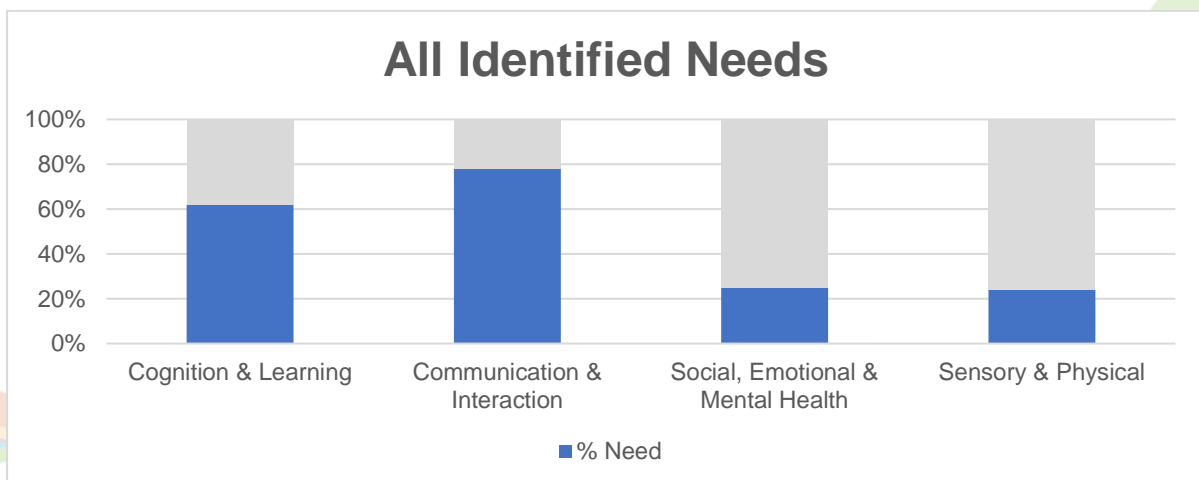


Fig 2: Percentage of all pupils with an identified need in each broad category of need.

This information report sets out the support we give these students in order to enable them to experience the greatest possible level of success.

2. Objectives

- 2.1 To enable all students, whatever their additional needs, to be as fully integrated as possible into the life of this School.
- 2.2 To provide a range of programmes and pathways to support the needs of students.
- 2.3 To monitor the progress of students against clear targets for improvement in order to ensure that these targets are achieved.
- 2.4 To ensure that the arrangements for assessment, recording and review of Students with additional needs are fully compliant with statutory requirements.
- 2.5 To ensure that resources allocated are being used for the benefit of students with additional learning needs and that they are being deployed in an efficient and effective manner.

3. Integration and Access

- 3.1 All students are taught in ways which:
 - set suitable learning challenges
 - respond to students' diverse learning needs
 - overcome potential barriers to learning and assessment for individuals and groups of students.
- 3.2 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Please refer to the schools '[Teaching and Learning Policy](#)' for further information, which can be found on the school website or a hard copy requested from the school office.
- 3.3 All students are subject to the same whole school approach to behaviour management based on clearly communicated expectations and the application of rewards as appropriate. This approach is applied flexibly and sensitively to the individual circumstances of all students. Further information can be found in the '[Behaviour \(Wellbeing and Engagement\) Policy and Vision](#)' which can be accessed via the school website or a hard copy is available upon request from the school office.
- 3.4 The School is fully accessible to those with physical disabilities. Further information can be found in the '[Accessibility Policy](#)' which can be found on the school website or a hard copy can be requested from the school office.

4. Implementation and Monitoring

4.1 Children and Young People:

Pupils voice and choice is at the centre of everything we do at The Westminster School. Pupil views are gathered in a variety of ways:

- Pupils are involved in their annual reviews whenever this is practical to do so and where it will not cause undue stress or discomfort to the child.
- Pupil views are gathered via direct questioning, surveys, and observation, where appropriate visual aids, Makaton and alternative communication tools are used.
- Pupil voice is gathered via TLRs as part of curriculum reviews.
- Person-centred planning tools are used by the schools Careers Advisor to help support pupils to voice their hopes and aspirations for next steps and the future. The focus of these meetings is preparation for adulthood.

- Individual pupil views are also sought via direct work with in-house Educational Psychologists using a range of person-centred planning tools such as MAPS and PATHS.

4.2 **Parents and Carers:**

We want all parents and carers to be active partners in their children's education. Pastoral and Learning Support staff are responsible for making sure that parents and carers of students are fully informed of all issues relating to provision and the progress students make as a result. In particular:

- Parents and carers are aware of the expected outcomes for their child based on the contents of their Education, Health and Care plan (EHCP) and offered the opportunity to discuss the provision made.
- Parents and carers are actively encouraged to attend the parent's evenings to monitor their children's progress and review the EHCP outcomes as appropriate
- Parents and carers of students with EHCPs are always invited to take part in the annual review of the plan through invitations to the support and outcome planning meeting.
- Parents are given information about the support which is available from the SENDIASS service.
- Parents are invited to raise any concerns they have over any aspect of SEN provision with the SENCo, or if these informal discussions do not resolve the issue, to make a formal complaint using the School complaints protocols.
- Parents are included in supporting their child when transferring between phases of education, preparing for adulthood and independent living.

4.3 **The Local Authority:**

- The Local Authority is responsible for securing provision in an Education, Health and Care plan and the regular monitoring of arrangements for those with Education, Health and Care plans.

4.4 **The Governing Body:**

- The governing body is responsible for reporting to parents and carers about the effectiveness of the SEN information report, any changes to the report and the allocation of resources to and among students with SEN.
- The governor with responsibility for SEN has a specific role in interpreting these reports to the governing body and identifying any issues which require further discussion or action. Such discussion will normally take place at the Performance Committee of which the governor with responsibility for SEN will always be a member.

4.5 **The Head Teacher:**

- The Head Teacher is responsible for making annual reports to the governing body to enable them to assess the effectiveness of the report. The information to be included in these reports will be agreed between the Head Teacher and the governor with responsibility for SEN.

4.6 **The Senior Leadership Team:**

- The Senior Leadership Team are responsible for the deployment of staffing and other resources in order to meet students' additional needs.
- The Senior Leadership Team are responsible for the line management of all support staff. As part of the regular performance management arrangements for these staff, their training needs will be identified and included in the school CPD programme.
- The Pathway Leads are responsible for monitoring and responding to the pastoral care of students. They are supported by a team of form tutors who monitor the day to day wellbeing of students at the school.

- The Pathway Leads are responsible for ensuring that there is effective liaison between the learning support team and class teachers. One outcome of this liaison is the identification of any training which subject staff require. This information is passed to the School Continuous Professional Development co-ordinator in order to enable them to provide effectively differentiated courses to meet the range of student needs.

4.7 The SENCo and Assistant SENCo:

- The SENCo and Assistant SENCo are responsible for maintaining effective links with specialist providers such as Inclusion Support. Such providers are an important source of advice in working with students and students may be referred to them for more specialist support.
- The SENCo and Assistant SENCo are responsible for the oversight of links with external agencies.
- The SENCo and Assistant SENCo are responsible for ensuring that a review of each child's Education, Health and Care plan takes place on an annual basis and that appropriate agencies are involved in this review.
- The SENCo and Assistant SENCo are responsible for ensuring that Pastoral staff have details of student's additional needs and of the provision made for them and that they are equipped to play an active role in monitoring the provision made.
- The SENCo and Assistant SENCo are responsible for supporting students as they move between educational phases. This involves liaison with Connexions and the school Career Advisor to support pupils at key transition points to make informed decisions about next steps, and where appropriate sharing and collating information and organising appropriate transition with the Local Authority, other education providers, training providers, employers and social care.

5. Supporting pupils at school with medical conditions

- 5.1 The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. For more information please refer to the '[Supporting Pupils with Medical Conditions Policy](#)' which can be found on our website or by requesting a hard copy at the school office.
- 5.2 Some may also have special educational needs and may have health and social care needs outlined within their Education, Health and Care plan.
- 5.3 Staff responsible for administering medication have completed additional training specific to this role.

6. Identifying and assessing pupil's special educational needs

- 6.1 All pupils have an Education, Health and Care Plan (EHCP) on entry to The Westminster School. The plan and provision within it are reviewed annually. Parent/carers can discuss concerns with the SENCo, this can be done via the annual review process or by requesting to speak to the SENCo at any point during the school year.
- 6.2 Class teachers regularly assess each pupil's learning and achievement, this builds on information within the EHCP. Where pupils are not making expected progress or additional needs are suspected the teacher can refer to the SENCo for further advice and next steps. Where necessary the SENCo will refer or liaise with a range of appropriate professionals such as Educational Psychologists, Speech and Language Therapists or Health for further assessment, guidance and advice.

7. Activities outside the School classroom

- 7.1 Students will have the opportunity to participate in activities outside of the classroom. These activities will vary depending on curriculum programmes and age. Activities could include swimming, Forest Schools, college placement and work experience placement. Lunchtime clubs will also be offered. Participation in these clubs will be subject to staffing levels and may be run on a rota basis.
- 7.2 Parents will be notified of activities available for their child and will need to give permission for activities outside of the school premises to take place.

8. Specialist services accessed by the School

- 8.1 The School accesses a range of specialist services to support students' needs. Such services include, but are not exclusive to;
- Educational Psychologists (Both internal and Local Authority)
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Visual impaired/Hearing impaired teachers
 - Complex Communication and Autism Team
 - Connexions
 - Therapeutic services (Drama Therapy, Creative Therapy, Music Therapy)

9. Training and Continuing Professional Development

- 9.1 All staff participate in training and development sessions across the academic year to enable them to support children with special educational needs.
- 9.2 External training providers are used regularly to train staff in specialist areas such as Autism, Positive Behaviour Support and Communication.

10. Complaints procedure

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's Special Educational Needs are being met. The School has a clear complaints procedure which is outlined below:

Step A: The parent/guardian asks to meet with the SENCo to discuss their concerns.

Step B: If they are still not satisfied with the response they have received contact should be made with the Head Teacher. The Head Teacher will either meet with the complainants or arrange a meeting with another member of the Leadership Team.

If there is still dissatisfaction, the complainant should utilise the '[School Complaints Policy](#)' at an appropriate level, this can be found on our website or a hard copy is available on request from the school office.

11. Westminster School SEN Team Contact Details

The Westminster School SEN Team consists of the SENCo, Gemma Webb. The SENCo is supported by an Assistant SENCo, Lisa Brayshaw and the SEN Administrator, Katy Billingham. The SEN Team can be contacted by email SEN@westminster.sandwell.sch.uk or by telephone 0121 561 6884 (option 2).

12. Useful links

Advice and guidance from other agencies can be accessed from:

The Westminster School

- Sandwell SEND Information, Advice and Support Service (SEND IASS) - 0121 500 4010
- Independent Travel Training - www.sandwell.gov.uk
- Autism West Midlands - www.autismwestmidlands.org.uk
- Changing Our Lives – www.changingourlives.org

In addition, Sandwell has published their local offer which can be accessed at <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>